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ABSTRACT

Intended as a teacher resource, the booklet contains a series of 10 short lessons about historical, annual, or cultural events related to the month of September. Information is presented on the following: September; Labor Day; the beginning of the academic year; the Jewish holidays of Rosh Hashanah and Yom Kippur; the birthdays of Puerto Rican nationalist Pedro Albizu Campos, President William Howard Taft, and novelist James Fenimore Cooper; Citizenship Day; the Lares Outcry in Puerto Rico; and Native American Day. The booklet also contains five short lessons on the Connecticut law concerning Native Americans, four important figures in Black history (Matthew A. Henson, Mary McLeod Bethune, Lorraine Hansberry, and Elijah Muhammad), physical fitness, the African American celebration of Kwanzaa, and mathematics activities for grades 2-4. Most of the lessons include creative activities and word games based on the event described. A calendar of 33 September events is included. (SB)

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What's Happening in September?

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CONNECTICUT STATE DEPARTMENT OF EDUCATION - CONNECTICUT MIGRATORY ETHNIC/ARTS PROJECT

CONNECTICUT MIGRATORY CHILDREN'S PROGRAM

ETHNIC/ARTS COMPONENT

WHAT'S HAPPENING IN SEPTEMBER?

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"What's Happening?" is designed as a resource for teachers' use only.

TABLE OF CONTENTS

	PAGE
What's Happening in September?	1
September	2
Labor Day	4
Going Back To School	6
Riddles	10
Rosh Hashanah and Yom Kippur	11
Pedro Albizu Campos	13
William Howard Taft	15
James Fenimore Cooper	17
Citizenship Day	19
The Lares Outcry	22
Native American Day	25
Black History	29
Kwanzaa	35
Math Corner	38

What's Happening in September?

1 World War II began, 1939.

2 V-J Day, 1945. Japan surrendered to Allies.

3 Labor Day first officially celebrated in U.S., 1894.

5 Labor Day (First Monday in September).
First Continental Congress assembled in Philadelphia, 1774.
Jesse James, American outlaw, born 1847.

8 Jewish New Year begins (Rosh Hashanah).

9 California became 31st state, 1850.

10 Elias Howe patented his sewing machine, 1846.

12 Henry Hudson entered river named in his honor, 1609.
Richard Gatling, inventor, born 1818.
Pedro Albizu Campos, born 1891, lawyer, politician, and revolutionary.

13 John J. Pershing, American general, born 1860.
Walter Reed, famous American surgeon, born 1851.

14 Star Spangled Banner written by F.S. Key, 1814.

15 James Fenimore Cooper, American author, born 1789.
William Howard Taft, 27th President, born 1857.

16 Pilgrims aboard the Mayflower sailed from England, 1620.

17 Yom Kippur (Day of Atonement).
Citizenship Day.
U.S. Constitution was signed, 1787. (See What's Happening in July?)

19 Washington gave his Farewell Address, 1796.
President Garfield died of assassin's shot, 1881.

22 Nathan Hale executed as spy by the British, 1776.

23 Fall begins.
The Lares Outcry, 1868.

24 John Marshall, famous Chief Justice of the U.S., born 1755.
Columbus sailed on second voyage to America, 1493.
Pacific Ocean discovered by Balboa, 1513.
Native American Day.

25 "Publick Occurrences," first American newspaper published in Boston, 1690.

26 George Gershwin, American composer, born 1898.

27 Samuel Adams, American patriot, born 1722.

For most children, the month of September means two things: summer is ending and the new school year is just beginning. Most schools in America open their doors soon after Labor Day, the national holiday that comes on the first Monday in September.

September also marks the beginning of Autumn. On September 23, the date of the autumnal equinox, day and night become equal in length. This is the time of the year when the leaves begin to fall from the trees. For this reason, the season of autumn is also called Fall.

Many important events in world history have taken place during this month. On September 1, World War II began when Germany invaded Poland in 1939. World War II also ended during this month when Japan officially surrendered to the Allies on September 2, 1945 (V-J Day). America's national anthem, the Star-Spangled Banner, was written on September 14, 1814. And the United States Constitution was completed and signed on September 17, 1787.

September has always had thirty days, but it wasn't always the ninth month of the year. During early Rome, September was the seventh month. The name September comes from septem, a latin word meaning seven. September was changed to the ninth month by Julius Caesar. In Caesar's time, the first day of the year was March 1. Caesar, however, wanted to change the first day of the year to January 1. As a result, all of the other months (including September) also had to be changed.

The flower of the month is the morning glory. The birthstone is the sapphire.

Sources: The World Book Encyclopedia
The New Book of Knowledge

Creative Activity: Step 1. In class, make a list of all the places, events, people, and things that you can think of that are associated with each season of the year (summer, fall, winter, and spring). For example: summer is associated with swimming, beaches, hiking, etc.

Step 2. Now, create four "seasons" for an imaginary planet. Then describe what life would be like on this alien planet during each season.

Step 3. Discuss what factors on earth create the seasons. Discuss weather. Ask students to report on topics related to the seasons.

Word Game: Some of the following words are spelled incorrectly. Find the misspelled words and spell them correctly.

1. SEESON
2. SETEMBUR
3. AUTUNM
4. BEGINING
5. SEVINTH
6. NINETH
7. JULUIS CASAR
8. MONTH
9. FLOWER
10. SAFFIRE

ANSWERS: 1. SEASON 2. SEPTEMBER 3. AUTUMN 4. BEGINNING 5. SEVENTH
6. NINTH 7. CAESAR 8. (correct) 9. (correct) 10. SAPPHIRE

Labor Day

In the United States, working people are honored on Labor Day. Except for essential services such as the fire department, hospitals, and the police, most Americans usually do not work on Labor Day, the first Monday in September. Although some businesses may choose to remain open, Labor Day is officially a day of rest throughout the United States.

For children, Labor Day signals the end of summer vacation and the start of a new school year.

Peter J. McGuire, the founder of the United Brotherhood of Carpenters, first suggested having a national holiday to honor America's workers back in 1882. Soon after, on September 5, 1882, the first Labor Day parade took place in New York City. Many labor organizations petitioned to make the day a national holiday. Success came in 1887, when Oregon became the first state to adopt the day as a legal holiday. But Labor Day didn't become an official national holiday until 1894. At that time, President Grover Cleveland made the day an official national celebration. Today, people celebrate the day with parades, picnics, various recreational events, and shopping.

Sources: The World Book Encyclopedia
The New Book of Knowledge

Creative Activity: Discuss the difference between work and play. Can work ever be play? And can play ever be work?

Word Game: Locate the words listed below in the word search puzzle. Words can be found horizontally, vertically, diagonally, and backwards.

S E P T E M B E R S P M N B
A B R E V O R G E C A O O R
R U N I T E D C T H R N I O
E V E N T S D E E O A D T T
C F L G Y H I J P O D A A H
R K N A T I O N A L E Y Z E
E L D P B W M N O P S Q I R
A T R I H O L I D A Y S N H
T S T C U R R E V W E X A O
I R Y N Z K E A G B A C G O
O I D I E F S G H A R I R D
N F J C K L T M Y A L P O N
C L E V E L A N D O P Q R S
N O I T A C A V R E M M U S

1. BROTHERHOOD
2. CLEVELAND
3. DAY
4. EVENTS
5. FIRST
6. GROVER
7. HOLIDAY
8. LABOR
9. LEGAL
10. MONDAY
11. NATIONAL
12. ORGANIZATION
13. PARADES
14. PETER
15. PICNIC
16. PLAY
17. RECREATION
18. REST
19. SCHOOL
20. SEPTEMBER
21. SUMMER
22. UNITED
23. VACATION
24. WORK
25. YEAR

Going Back To School

September means the end of summer and the beginning of autumn. Children usually start school the first week of September. For some, it will be a very pleasant experience and for others, it will be a very trying one. Rico Quilan'an is a fifteen year old migrant student who shared a problem with many other students.

Book Without Words

How frustrating it is to open a book
with others and others reading and I
just listening to meaningless words
that only mean loneliness to me.

To be willing to learn but can't
because my teachers do not understand
the tongue my father has taught me.

To be aware of my surroundings
and them not aware of mine.

To be forced to live another lifestyle
when mine is all I have.

To talk and not be heard. To hear what
I can't speak and all I do is sit there
pretending I understand.

Libro Sin Lengua

Que pena me da abrir un libro
con los otros y los otros leyendo y yo
nada mas escuchando a palabras sin sentido
que son para mi nada mas que la soledad.

Queriendo aprender pero sin poder
porque los maestros no comprenden
la lengua que me ha enseñado mi padre.

Estando en cuenta de mi ambiente
pero ellos no.

Ser forzado a meterme en otra manera de
vivir cuando la mia es todo lo que tengo.

Hablar y no ser escuchado. Oir lo que
no puedo hablar y solo lo que hago es
fingir que comprendo.

This poem, written by Rico Quilan'an was presented by Jeanne Winer, Elementary Education Specialist, Oregon Migrant Education Service Center, Salem, Oregon.

Pages 6-10 were prepared by:
Leonor Toro

RULES FOR RIDING A SCHOOL BUS

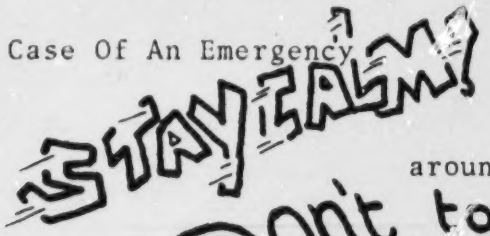
EVERY PUPIL HAS THE RIGHT TO RIDE TO AND FROM SCHOOL WITHOUT BEING DISTURBED BY ANY OTHER PUPIL'S REMARKS OR BEHAVIOR. BECAUSE OF SAFETY FACTORS AND CONCERN FOR ALL PUPILS, THE FOLLOWING RULES HAVE BEEN SET UP FOR BEHAVIOR ON THE BUS.

1. LEAVE HOME EARLY ENOUGH TO ARRIVE AT YOUR BUS STOP ON TIME. Students should avoid having to run to catch the school bus. Serious accidents can happen rushing to the school bus stop.
2. ENTER YOUR BUS IN AN ORDERLY MANNER, AND TAKE YOUR SEAT. To avoid delays to the driver and possible injury to the students, students must enter the bus through the front service door only and proceed immediately to their appropriate seat.
3. NO STUDENT IS TO TAMPER WITH SAFETY DOORS OR EQUIPMENT.
4. REMAIN IN YOUR SEAT WHILE YOUR BUS IS IN MOTION. Students must be seated after boarding the school bus. It helps the driver's visibility and assists the driver in maintaining proper control of the students.
5. FOLLOW THE INSTRUCTIONS OF YOUR SCHOOL BUS DRIVER. The school bus driver deserves and must receive the same respect that any teacher in the School System receives from the students.
6. BE COURTEOUS TO YOUR SCHOOL BUS DRIVER AND FELLOW PASSENGERS. Students, by being courteous to the school bus driver and fellow students, will assist the driver in providing an orderly and safe trip to and from school.
7. REMAIN QUIET AND ORDERLY ON THE BUS. Loud or boisterous noise distracts the school bus driver and drowns out warning signals from other vehicular traffic, Law Enforcement Personnel or emergency vehicles.
8. KEEP YOUR HEAD AND ARMS INSIDE THE BUS AT ALL TIMES.
9. NO SMOKING ON THE SCHOOL BUS. Connecticut regulations require that the driver of a school bus and the students not smoke on the bus. This rule must be followed to maintain discipline and orderly conduct.
10. BE ALERT TO TRAFFIC WHEN LEAVING THE BUS. Students should cross ten (10) to fifteen (15) feet in front of the school bus and at all times be watchful for other vehicles which may not stop for the school bus.
11. ALL STUDENTS MUST RIDE THEIR ASSIGNED BUSES.

ANY PUPIL WHO VIOLATES THESE RULES IS SUBJECT TO DISCIPLINARY ACTION BY THE PRINCIPAL AND MAY BE DENIED TRANSPORTATION. BUS DRIVERS ARE INSTRUCTED TO REPORT VIOLATORS TO THE PRINCIPAL AND THE PRINCIPAL IS INSTRUCTED TO TAKE THE NECESSARY DISCIPLINARY ACTION.

PERMANENT SUSPENSION FROM RIDING A SCHOOL BUS WILL BE THE RESULT OF ANY STUDENT FOUND DAMAGING OR DEFACING SCHOOL BUS EQUIPMENT OR TAMPERING WITH SAFETY EQUIPMENT.

In Case Of An Emergency



Stay in your Seat Until the driver tells you what to do. Don't move around without thinking.

Don't touch Emergency Door or Safety equipment until told by the driver.

If you do have to use an..... **Emergency Exit**

Don't crowd Let those closest to the exits go first.

Wrap Loose clothing around you so you won't get caught.

Keep Hands Free leave everything behind.

Get away From Exit so others can get out. Stand at least 20 to 30 feet away from the bus. (20 to 30 feet would be about the length of the bus.)

Information donated by:
Fred Robinson
Director of Transportation
Bridgeport Board of Education

Things children should learn before they attend school:

Their full name.
Their address.
Father's name.
Mother's name.
Home phone number.
The name of someone to call if you get sick at school.

Things to remember when walking to school:

1. Cross only at the corner.
2. Stop, look and listen before you cross the street.
3. Walk, do not run.
4. The traffic light is for your safety. Green means go. Red means stop. Yellow means be careful.
5. Obey the crossing guard or policeman. They will help you cross the street safely.
6. Be very careful on rainy days. If you use an umbrella, watch where you are going.

RIDDLES

Riddles are a kind of puzzle. Sometimes you can figure them out.

(1) Why is a wild young horse like an egg?

Answer: It must be broken before it can be used.

(2) What did the big firecracker say to the little firecracker?

Answer: My pop is bigger than your pop.

(3) What coat is put on only when it is wet?

Answer: A coat of paint.

(4) What three letters of the alphabet would scare a burglar?

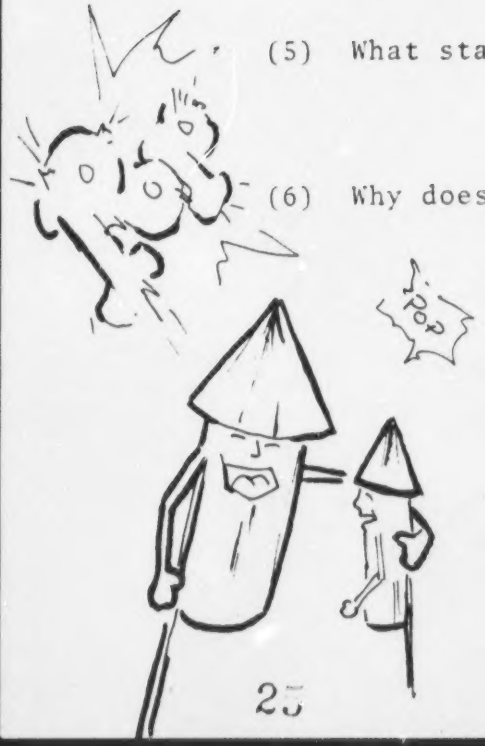
Answer: I C U

(5) What starts with a T, ends with a T, and is full of T?

Answer: A Teapot.

(6) Why does the Statue of Liberty stand in New York Harbor?

Answer: Because it cannot sit down.



Rosh Hashanah
The Jewish New Year

The Jewish New Year's celebration is called Rosh Hashanah. In the Hebrew calendar it occurs on the first day of the month of Tishri. The Hebrew month Tishri can begin anytime from September 5 to October 5. Jews observe the New Year for two days. (For 1983, Rosh Hashanah is celebrated on September 8th and 9th.)

Rosh Hashanah is the Jewish Day of Judgement. Jews pray to God asking for a long and happy life. And if they have committed any sins or misdeeds, they ask for forgiveness. God, according to Jewish belief, decides the fate of all people. Remembering men's good and bad deeds, God chooses their appropriate rewards or punishments.

Rosh Hashanah also marks the beginning of Ten Days of Penitence and prayer which ends on Yom Kippur (the Jewish Day of Atonement). According to Jewish belief, the final decision on a person's fate is permanently inscribed in the Book of Life. However, a person can hope to change the decision through penitence and prayer. During this solemn festival, Jews call for repentance by blowing the famous Shofar, a ram's horn, on the New Year. Many Jewish people send greeting cards to friends and relatives.

Yom Kippur
The Jewish Day of Atonement

For 1983, Yom Kippur, the Jewish Day of Atonement, falls on September 17th. In the Jewish calendar, this is the tenth day of the month of Tishri. Yom Kippur marks the end of the Ten Days of Penitence that began on Rosh Hashanah.

Also known as the High Holy Days, Yom Kippur and Rosh Hashanah are the most sacred days in the Jewish calendar. At sundown on the eve of Yom Kippur. Jews begin a fast that lasts until sundown of the following day. In addition to fasting during Yom Kippur, Jews will not work. The day is spent in solemn prayer at the synagogue (the Jewish temple or house of worship). At this time, devout Jews repent and pray for forgiveness for any sins that they may have committed.

Sources: The World Book Encyclopedia and The New Book of Knowledge

Word Game: TRUE or FALSE

1. Rosh Hashanah is the Jewish Day of Atonement.
2. Rosh Hashanah comes during the Hebrew month of Tishri.
3. Jews observe the New Year for two weeks.
4. Rosh Hashanah marks the beginning of Ten Days of Penitence.
5. Yom Kippur is a yummy tasting food eaten on the High Holy Days.
6. During Rosh Hashanah people pray for a good dinner.
7. Rosh Hashanah may come any time between September 5 and January 5.
8. A Shofar is a person who drives a car for rich people.
9. The Jewish New Year is also called Yom Kippur.
10. Rosh Hashanah and Yom Kippur come on the same day.

ANSWERS: 1. False. The Jewish Day of Judgement.
2. True
3. False. 2 days.
4. True
5. False. It's the Jewish Day of Atonement.
6. False. Pray for forgiveness and a long a happy life.
7. False. Between September 5 and October 5.
8. False. A ram's horn.
9. False. Rosh Hashanah.
10. False. Yom Kippur occurs several days later.

Pedro Albizu Campos

Pedro Albizu Campos was born on September 12, 1891, in Ponce, Puerto Rico. His father was Basque and his mother of mixed Puerto Rican ancestry (Spanish, Indian and African.)

He attended elementary and secondary school in Ponce. As a young man, he was sent to the University of Vermont to study. In 1916, he received a scholarship to attend Harvard University.

A very intelligent student, he specialized in several areas. Don Pedro received a Bachelors Degree in Science, Art, Philosophy, Civil Engineering, and Industrial Chemistry. Eventually, he became a Doctor of Law.

Albizu Campos also graduated from the Massachussetts Military Academy. As a linguist, he was fluent in English, Spanish, French, German, Portuguese and Italian and could understand Greek and Latin.

During World War I, he served in the United States Army. He was assigned to a black batallion where he experienced the true meaning of discrimination. Don Pedro suffered deeply from the treatment his comrades in arms received.

After his discharge from the army, he became a practicing attorney and politician

In 1922, he joined the ranks of the Nationalist Party. Albizu Campos believed that Puerto Rico should be a free independent country. His struggle against the government increased.

Don Pedro was put in jail for organizing protests against the government. Some of his followers were jailed or killed for taking arms against the government.

In 1950, members of the Nationalist Party participated in a short lived armed insurrection. It included an assault on the residence of the Governor of Puerto Rico

and another assault on Blair House - the residence of President Harry S. Truman. (The White House was being repaired.)

Albizu Campos surrendered to the police. The government tried him and sentenced him to a long prison term. For health reasons, he was pardoned.

In March of 1954, some of his followers participated in a shoot-out in the House of Representatives in Washington, wounding five congressmen.

Like his followers, Albizu was arrested and sentenced to sixty years in prison. He was set free a few months before his death on April 21, 1965.

The only time the Nationalist Party participated in a free election was in the year 1932. A total of 452,738 people cast their votes and only 5,257 voted for the Nationalist Party.

Sources: A chronological History of Puerto Rico - A Plus Ultra Book
La Gran Enciclopedia de Puerto Rico - Volumes 2 and 14
100 Biografías de Puertorriqueños Ilustres

Prepared by Leonor Toro

William Howard Taft

William Howard Taft, the 27th President of the United States (1909-1913), did not want to be President. Actually, his greatest dream was to be Chief Justice of the United States. But his dream wouldn't come true until 1921.

Although Taft had excellent administrative abilities and was supremely competent for the responsibilities of a Chief Justice, Taft believed that he was less than ideally suited for the Presidency. Taft knew that he lacked many attributes of leadership that a great president should possess. Unlike Teddy Roosevelt, his very popular predecessor, Taft lacked both a flair for showmanship and the kind of personality that could win votes or endear him to people. Taft's speeches were frequently boring and overly long. But despite his lack of showmanship and poor speech-making abilities, Taft was a competent administrator and Chief Executive.

Taft's education and early career prepared him well for the many high offices he would hold. Born on September 15, 1857 in Cincinnati, Ohio, Taft's schooling included Yale, where he graduated in 1878. He later went on to study law at the University of Cincinnati. By May of 1880, he had started his own law practice. From there, he went on to hold many important state and federal posts. In 1887 (when he was only 30 years old), Taft became a state judge on the Ohio Supreme Court. In 1890, he was made solicitor-general for the United States. In 1900, he was put in charge of the Philippine Commission and by 1901 had become the island's first civil governor. Taft proved to be an excellent colonial administrator.

In 1904, President Teddy Roosevelt made Taft the United States Secretary of War. Roosevelt eventually decided not to run for another term as President. As his most able successor, Roosevelt named Taft. Taft, whose greatest ambition was to be a Chief Justice, reluctantly agreed to run for the Presidency.

Riding on Roosevelt's popularity and support, Taft was elected the next President. However, Taft knew that it would not be easy to follow in the footsteps of

President Roosevelt. Roosevelt was one of the most popular and exciting Presidents in American history. Indeed, Taft's term as President proved to lack the excitement and flair of Roosevelt's administration.

But Taft was a skilled executive. He furthered many of Roosevelt's policies. And his list of achievements are many. During Taft's administration, the Parcel Post service and Postal Savings were started. The Roosevelt Dam was built. The Department of Commerce & Labor was reorganized into two separate departments. A commerce Court was established. And most significantly, during Taft's four years in office, twice as many violators of the Sherman Antitrust Act were prosecuted as had been in the almost eight years of Roosevelt's famous "trust-busting" administration. Many historians believe that Taft deserved the title, "Trust-Buster."

Also during Taft's administration, 12 states granted women the right to vote. Congress passed Constitutional Amendments 16 and 17, which permitted the government to collect an income tax, and established the direct election of Senators by the people. Unfortunately, Taft received little credit for his many accomplishments. During the Presidential election of 1912, Taft received only 8 electoral votes. Roosevelt (who had once said that he wouldn't run for re-election) chose to run for the Presidency again. He received 88 electoral votes. The big winner was Woodrow Wilson, who took 435 electoral votes to become the next President of the United States.

In 1913, after leaving the White House, Taft became a professor of law at Yale. That same year, he was also elected president of the American Bar Association. Then in 1921, President Warren G. Harding named him Chief Justice of the United States. Taft's greatest dream and ambition had finally come true. He served in this position for nine proud and happy years.

Taft considered his years as Chief Justice the highest honor ever bestowed on him. In fact, after several years serving on America's highest court, Taft said that he could not remember "ever being President." As Chief Justice, Taft made many changes and improvements in the Supreme Court. For one thing, he made court procedure faster and more efficient. He also helped the Judiciary Act of 1925 get passed. This Act gave the Supreme Court more control of the kind and number of cases it would hear.

Eventually, poor health forced Taft to retire on February 3, 1930. A short time later, March 8, 1930, William Howard Taft died.

Sources: The World Book Encyclopedia
The New Book of Knowledge
The Hammond Almanac, 1983
Chamber's Biographical Dictionary

James Fenimore Cooper

James Fenimore Cooper (1789-1851) best-remembered for writing The Last of the Mohicans (written 1826). It is one of the most famous books ever written on frontier life in America. Who could forget the heroes of the book? Hawkeye (first introduced in the Pioneers), and his Mohican friend, Uncas, are as popular as any other character in American literature.

James Fenimore Cooper began his career as a novelist on a challenge from his wife. It seems that one day Cooper had told his wife that he could write a better novel than the one he was reading. His wife dared him to do it. He did. Though his first book, Precaution (1820), was not a huge success, Cooper kept trying. He soon wrote The Spy (1821), which was almost an immediate success.

In total, Cooper wrote some 50 books in a 30-year period. In his books, he wrote about the sea, American history, travel, and politics. However, his greatest fame came with five novels best-known as the Leatherstocking Tales. It is in these five books that we meet Hawkeye and his Indian friend.

Born on September 15, 1789 in Burlington, New Jersey, Cooper soon moved with his family to Cooperstown, a frontier settlement in New York founded by his father. As a youth, young Cooper had regular contact with the local indians. It proved to be useful material for his future frontier-adventure stories. Today, James Fenimore Cooper is considered one of America's first great novelists. He died on September 14, 1851.

Sources: The World Book Encyclopedia
The New Book of Knowledge
Chamber's Biographical Dictionary

Creative Activity: Ask each student to write a short adventure story.

Word Game: Match the word or words in Column A with the word or words in Column B that are opposite in meaning.

Column A	Column B
LAST	WILDERNESS
SETTLED LAND	FAILURE
SUCCESS	FIRST
A NOVEL	A SHORT STORY
STOP	SLOW
HOT	EASY
DAY	SOFT
STRONG	HEALTHY
SICK	WEAK
HARD	GO
DIFFICULT	COLD
FAST	NIGHT

ANSWERS: LAST-FIRST, SETTLED LAND-WILDERNESS, SUCCESS-FAILURE, A NOVEL-A SHORT STORY, STOP-GO, HOT-COLD, DAY-NIGHT, STRONG-WEAK, SICK-HEALTHY, HARD-SOFT, DIFFICULT-EASY, FAST-SLOW

Citizenship Day
September 17

On September 17, Citizenship Day is celebrated in the United States. This holiday was established in 1952 by President Harry S. Truman. The day was created to replace both Constitution Day and I am An American Day. Constitution Day celebrated the signing of the United States Constitution (on September 17, 1787). I Am An American Day was started in 1940 to recognize America's new citizens.

As a result, Citizenship Day serves a dual role honoring both citizens that were born in the United States of America, who have reached voting age, and naturalized citizens, who were born in other countries. Citizenship Day was also created to remind people of their responsibilities and rights as citizens of the United States of America.

Official ceremonies for this day often include speeches, parades, music, and other public displays.

Sources: The World Book Encyclopedia
The New Book of Knowledge

Word Game: Fill in the blanks.

Citizenship Day honors both citizens born in the 1._____who reached 2._____ age and naturalized citizens born in foreign 3._____. Citizenship Day replaces 4._____Day and I Am An 5._____Day. Constitution Day celebrated the signing of the United States 6._____on September 7._____. Citizenship Day was established in 1952 by President 8._____. Citizenship Day serves to remind people of their rights and 9._____as 10._____.

(Word Game: Fill in the blanks continued.)

ANSWERS: 1. U.S.A. 2. voting 3. countries 4. Constitution 5. American
6. Constitution 7. 17, 1787 8. Harry S. Truman 9. responsibilities
10. citizens.

New Word: NATURALIZE

Ask each student to find the word naturalize in a dictionary. Then use the word in a sentence.

New Word Game:

The words of the following sentence have been scrambled. Unscramble the words to find the sentence. Hint: Some words are grouped and underlined as they appear in the sentence.

IS SOMEONE, BORN IN ANOTHER, A NATURALIZED CITIZEN, WHO WAS, OF THE UNITED STATES, COUNTRY.

ANSWER: A naturalized citizen of the United States is someone who was born in another country.

Creative Activity: Ask your students to imagine what it would be like to be a Supreme Court Judge or President of the United States. Discuss.

Word Game: Play Word Detective. Using the following list of clues, guess the secret word or words. As a classroom game, give your students one clue at a time. The student who guesses the word or words first is the winner.

(The secret word is CHIEF JUSTICE.)

CLUES:

1. You are looking for two words.
2. The first word has five letters. The second word has seven letters.
3. The first word begins with the letter C and ends with the letter F.
4. The second word begins with the letter J and ends with E.
5. The first word is similar in meaning to "a person that is highest in rank, title, or authority."
6. The second word is similar in meaning to "judging and then awarding a person what is his rightful due; also justice , fairness, and equity have related associations."
7. You are looking for the title of the person who presides over the highest court in the land.
8. The highest court in the land is the Supreme Court. (Give more clues if necessary.)

Pages 1-21 (unless otherwise specified) were prepared by Ron Weissman Curriculum Specialist

The Lares Outcry
September 23, 1868

In 1776, the United States of America made a reality the right of colonial revolution. A right claimed by the entire American World with the exception of Canada, Cuba, Puerto Rico and the Lesser Antilles.

On September 23, 1868, a group of armed Puerto Rican revolutionaries, staged what they hoped would be the beginning of a revolution that would free the island from Spanish rule. It was called the Lares Outcry.

The Lares Movement was made important by the cross section of people represented in it at that time. Both sexes participated, as well as all social and economic classes: free men, slaves, educated and the illiterates, professionals, laborers, artisans, ecclesiastics, laymen and militiamen. Even some of the foreigners living on the island joined the secret societies for independence.

The Constitution of the Committees expressly forbade class distinction and members were required to swear an oath of allegiance.

Some of the participants in the towns of Lares and Mayaguez were: Don Matias Brugman (Anglo-American), Juan M. Torreforte, Pablo Antonio Beauchamp, Baldomero Bauren (Dominican), Mrs. Eduvigis Beauchamp, Manuel Rojas (Venezuelan), his brother Miguel, Mariana Braceti (wife of Miguel). Mariana was called Brazo de Oro (Golden Arm) and she was credited with sewing the first flag for the revolution.

Other towns also had secret societies organized for the purpose of achieving independence from Spain.

The rebels had three main goals: self-government, abolition of slavery and free commerce. For them, Puerto Rico was a separate independent cultural and geographical entity, mature enough to have its own government.

The* Independentistas also believed that although they shared with Spain the same language, religion, and traditions, their economic interest conflicted with those

*A person who believes in self-government for his country.

of the mother country. Furthermore, due to economic consideration, the dominating nations wanted to preserve slavery.

United to these convictions was the ignominy of the passbook and the demand of free commerce for the island.

The Lares Outcry began on September 23, 1868, at midnight, to the great surprise of the residents of the town. The element of surprise helped the rebels in the taking of the town, without a struggle. As soon as the town surrendered, the rebels established their own government.

The new republic and its government lasted as long as the insurrection - one day. When the rebels moved to attack the neighboring town of Saint Sebastian, they made the mistake of advancing into the town through the main road. This time the militiamen were ready and the revolution was crushed.

Most of the rebels were captured, some went to jail and others were exiled or killed.

Ramon Emeterio Betances had raised enough money for a ship, men and guns. But, everything was lost because the ship loaded with men and guns off the coast of the Dominican Republic was confiscated by the government.

Puerto Rico lost its opportunity for independence after the Lares Outcry. It continued to be a colony of Spain and later of the United States of America.

1. Laborer Passbook

On June 11, 1849, the Spanish Governor Juan de la Plazuela, instituted a passbook system for laborers. Any person sixteen or older that provided services for someone else, was considered a laborer. They had to carry with them a passbook that was renewable each year.

Once identified as a laborer, a person had to move to the town where he or she was born and register with the town magistrate.

They also had to make sure that they were employed at all times. If caught without their passbook, the magistrate would sentence them to work eight days on public work at half salary. If a person was unemployed, the magistrate was under the obligation of providing employment at full salary.

Sources: History of Puerto Rico by Loida Figueroa
A Chronological History of Puerto Rico by Federico Ribes Tovar
La Gran Enciclopedia de Puerto Rico - Volume I

Activity: How many words can you make using the word REVOLUTION. (At least 25 words)

ANSWERS: evolution
ire
let
loner
loot
lore
lot
lotion
lover
lure
lute
net
not
note
ore
over
revolt
rile
riot
root
rule
run
runt
tire
toil
tone
tore
tune

Prepared by Leonor Toro

Native American Day
September 24

Indians were the first people to live in the Americas. They had been there for thousands of years before any Europeans arrived. When Columbus landed, he thought he had reached the Indies and he called the inhabitants Indians. The Indians had no word for themselves that resembled the word Indian. Today, many Indians refer to themselves as Native Americans.

The Indians of the Americas lived in great cities and small villages. Some were nomads. They spoke many languages and had different ways of life and traditions. The Indians of eastern North America lived in small villages. They hunted and farmed such crops as: corn (maize), beans, squash, and tobacco.

Most of the daily activities of the Indian families were centered around providing the main necessities of life, such as food, clothing and shelter. The men provided the food and the women prepared it and did most of the work around the home.

Most of the food was provided by hunting and fishing activities. The Indians hunted with the same weapons used for war.

Today, about 800,000 Indians live in the United States. They can live wherever they choose. Half of them live on reservations which are owned by an entire tribe. Some reservations are divided into plots.

The United States has about 285 federal and state reservations. The Bureau of Indian Affairs, an agency of the Interior Department, manages federal reservations.

Prepared by Leonor Toro

State of Connecticut

By His Excellency WILLIAM A. O'NEILL, Governor: a

PROCLAMATION

Hundreds of years ago, long before the ships of European explorers reached American shores, Indian tribes and federations had established a vibrant heritage of culture and achievement. Their diverse civilization spanned the dense forests, wide meadows and tall mountains of our continent.

They were the first Americans, and their way of life was an entirely natural one, regulated by the seasons, the yield of the earth and the characteristics of the animal and plant life in their territory.

The Indians who inhabited the territory that now comprises Connecticut belonged to the loose confederation of Algonquians. Historians estimate that as many as 7,000 lived in Connecticut during the 1630's.

The cooperation and friendship of these Indians were instrumental in the growth and evolution of European settlements in America. Many of the techniques that enabled the colonists to survive and prosper were based on the beliefs and teachings of the Indians.

These first Americans shared their knowledge of the region with the newcomers by introducing them to agricultural methods, helping them create a system of trails and trade routes, and by imparting their understanding of medicine and their rich artistic traditions.

The Algonquian language has influenced many names of our state's rivers, roadways, parks and schools. "Connecticut" itself is derived from the Algonquian word "Quinnetukut" meaning "the place on the long tidal river."

Today, the five officially recognized Connecticut tribes are: the Golden Hill Paugussett; The Mashantucket(Western) Pequot; the Schaghticoke; the Paucatuck(Eastern) Pequot, and the Mohegan. The knowledge, customs and ideals of these people advance the strength, prosperity and progress of communities throughout our state.

In tribute to the countless contributions made by American Indians to the cultural, economic, social and political progress of the United States and in accordance with legislation enacted by the Connecticut General Assembly, I hereby proclaim September 30, 1983 to be

INDIAN DAY

I urge that all our citizens join in recognition of the profound influences of American Indians on the history of our nation and that attention be devoted in our schools to the culture and tradition of these proud people.

SIGILLUM REIPUBLICÆ CONNECTICUTENSIS

Given under my hand and seal of the State at the Capitol, in Hartford, this sixteenth day of September, in the year of our Lord one thousand nine hundred and eighty-three and of the Independance of the United States the two hundred eighth.

William A. O'Neill

By His Excellency's Command:

Julia H. Tashjian

Secretary of the State

BEST COPY AVAILABLE

Connecticut State Law Concerning Native Americans

According to the law, Public Act 73-660, the Council "shall provide services to the Indian reservation community of the State and formulate programs suitable to its needs" as well as advise the DEP in the discharge of the responsibilities of the State toward the Indian reservations. The law made some fundamental changes in the State's policy and regulations for administering Indian affairs.

1. The act proclaimed a State policy of recognizing all resident Indians of the tribes of Connecticut as full citizens of the State, entitled to the same rights and privileges that all Connecticut citizens enjoy.

2. It further recognized that "said Indians have certain special rights to tribal lands as may have been granted to them in the past by treaty or other agreements."

3. According to the act the Commissioner of Environmental Protection, with the advice of the Indian Affairs Council, has responsibility for the "care and management of lands and buildings on reservations and the general care and management of all persons on such reservations."

4. The act provided that the reservations be maintained for the exclusive benefit of Indians who may reside on them, except that any non-Indians who lawfully lived on a reservation as of July 1, 1973 may continue to do so. It also declared that no portion of any reservation could be leased, but that any lease in effect on July 1, 1973 could be continued for its duration and might be renewed at the discretion of the CIAC. The act also set the terms by which the spouse and children of any Indian may live on a reservation.

5. The Commissioner of Environmental Protection and the Council are to jointly establish the boundaries of the reservations by survey, and make the necessary regulations to insure the health, safety, and well-being of the inhabitants of the reservations.

6. Hunting, fishing, and trapping rights were restored to the tribes: members are allowed to hunt, fish, and trap on their reservations without licenses. Also, tribal funds were placed under the care and control of the Commissioner of Environmental Protection with the advice of the CIAC. The Commissioner is required to furnish complete financial reports for each tribe annually.

7. The Council was authorized to determine the qualifications necessary to be designated "Indian" for the purposes of the act and to determine eligibility for residence on reservation lands. The Council, in turn, delegated this authority to the tribes themselves.

8. The Council was given the power to review regulations concerning Indian affairs in Connecticut and advise the DEP Commissioner on devising new ones.

9. Indians who move off the reservation leaving homes they or their family built would be reimbursed full market value for their home by the Senate.

Source: American Indians in Connecticut
Past To Present
A Report Prepared For:
The Connecticut Indian Affairs Council
State of Connecticut
Department of Environmental Protection
By: Mary E. Guillette - 1979

HENSON, MATTHEW A. Codiscoverer of the North Pole with Robert Peary and four Eskimos, explorer's-aide Matthew Henson planted the American flag in 1909 on the spot designated by Peary as the exact location of the Pole. Peary and many of his assistants received worldwide acclaim; but Henson, a black, was ignored by the public and the government, although Peary paid tribute to him. Born in 1866 in Maryland, Henson ran away from home at age eleven. Hired by Peary when the explorer went to Nicaragua to survey canal routes, Henson quickly proved his value as an aide. Later, Henson's ability to speak the Eskimo language and handle the dogs and sleds made him an able helper on Peary's polar expeditions. After discovery of the North Pole, Henson worked at menial jobs. Henson was honored at the White House by President Harry Truman. He died in 1955.

BETHUNE, MARY McLEOD. A cotton plantation field hand in her youth, Mary McLeod Bethune became a forceful spokeswoman for black education and integration and an adviser to President Roosevelt in the 1930s and 40s. Born July 10, 1875 in South Carolina, Mrs. Bethune was educated in Scotia Seminary and the Moody Bible Institute. In 1904, with very little money, she started a school for girls in Daytona Beach, Florida. Beginning with only five girls, her school later combined with Cookman Institute and graduated thousands. From 1936 to 1944 she was director of the Division of Negro Affairs for the National Youth Administration. As a member of President Roosevelt's unofficial "black cabinet," she fought for racial integration within the federal government. A vice-president of the NAACP, she received the Spingarn Medal in 1935 for her contributions to black education. Mrs. Bethune died in 1955.

BLACK HISTORY

HANSBERRY, LORRAINE. Broadway's first black woman playwright, Lorraine Hansberry saw her work A Raisin in the Sun win the New York Drama Critics Circle Award in 1959 and later become a popular motion picture. Miss Hansberry was the first black playwright to receive the Circle Award. While writing the play, which concerns the sensitive emotions and courage of a black family living in Chicago, she became so discouraged and angry with her slow progress that she threw pages of the manuscript into the air. Her husband gathered them and encouraged her to finish the play.

Miss Hansberry, born May 19, 1930 in Chicago, first decided to study painting. She attended the Art Institute of Chicago and the University of Wisconsin and in 1950 moved to New York. There she supported herself with odd jobs while attempting to finish several plays. Her aim was to change the image of black plays which, in her view, contained "cardboard characters, cute dialect bits, or were hip musicals from exotic scores." She wanted to write plays about the lives and problems of people "who happened to be black," rather than "black plays." When Miss Hansberry's play opened in New York, it was generally believed that plays dealing with blacks could never be a financial success. But A Raisin in the Sun proved otherwise. An instant hit, the play was produced, directed, and acted by blacks and featured Sidney Poitier in the leading role. After Raisin, she wrote The Sign in Sidney Brustein's Window. Shortly after it opened on Broadway, Lorraine Hansberry died January 12, 1965.

The Hon. Elijah Muhammad

See the star and crescent so bold?
Be sure to color them bright gold.
Islam was the name of his nation.
He won respect and dedication.
He built temples, businesses and schools,
While he taught self-reliance and good
health rules.
The Hon. Elijah Muhammad - founder of a nation.

OUTSTANDING BLACKS IN OUR HISTORY

Directions: Fill in the missing letters
and name the person.

1. LORR_IN_ HAN_B_R_Y

2. E_I_AH M_HA_ _AD

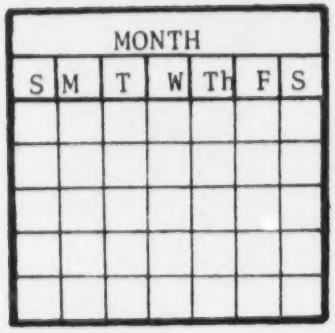
3. M_RY McLE_D B_THU_E

4. MAT_HE_ HEN_ON

ANSWERS: 1. LORRAINE HANSBERRY 2. ELIJAH MUHAMMAD 3. MARY McLEOD BETHUNE
4. MATTHEW HENSON

MONTHLY CALENDAR FIGURES

DIRECTIONS: Use a large sheet of colored oak tag and mark off boxes for the calendar background. Seven boxes across and seven boxes down. Place the days of the week in the boxes at the top and using the figures for each month place on the calendar with pins.



JANUARY

FEBRUARY

MARCH

APRIL

MAY

JUNE

KEEPING FIT

One of the best ways of staying fit is to enjoy exercising! Exercising can be lots of fun if you think of it as a game.

Here are some games that you can use to build up your muscles while you're having fun.

Play this game if you want to make your arms and shoulders stronger: (2 players).

1. Lie on your right side and hold your body up with your right arm.
2. Your opponent should do the same.
3. Then both players try to walk in a clockwise direction. The object of the game is to tag your opponent with your left hand as you travel around like a clock. Whoever makes the first five tags wins the game.

Pages 29 - 34 were prepared by:
Lottie Miles
Curriculum Specialist
Bridgeport Board of Education

Kwanzaa

Kwanzaa is an Afro-American celebration rooted in the Black Protest Movement of the 60's. Black Nationalist leader Ron Karenga strongly believed that Black Americans needed to establish a week of celebration specifically to promote black unity and community spirit. Traditional family holidays, like Thanksgiving and Christmas, he believed, were too deeply embedded in "white, Christian" values and thus were not totally relevant to the Black family experience. Kwanzaa was established, taking its name from the Swahili word meaning, first, signifying the first fruits of the harvest in traditional African societies, often commemorated with much feasting, dancing, and singing.

Since, in the United States, harvest ends in late Fall, the dates December 26 through January 1 were designated for Kwanzaa, overlapping purposely with the Christmas and New Year season. Many Black Americans celebrate Kwanzaa along with Christmas. Some have substituted Kwanzaa in an attempt to focus young black children on values of black unity rather than on the commercialization of Christmas.

Kwanzaa abounds in rich symbolism. Each day of the celebration has a specific name and purpose. The seven principals of Kwanzaa (Nguzo Saba) are as follows:

1. Umoja (Unity) - To strive for unity within the family, community, nation, and race.
2. Kujichagulia (Self-determination) - To define ourselves, name ourselves, create for ourselves, and speak for ourselves instead of being defined, named, created for and spoken for by others.
3. Ujima (Collective Work and Responsibility) - To build and maintain our community together and make our people's problems our own to solve together.
4. Ujamaa (Cooperative Economics) - To build and maintain our own businesses, sharing the profits.
5. Nia (Purpose) - To make our collective vocation the building and developing of our community in order to restore our people to their traditional greatness.

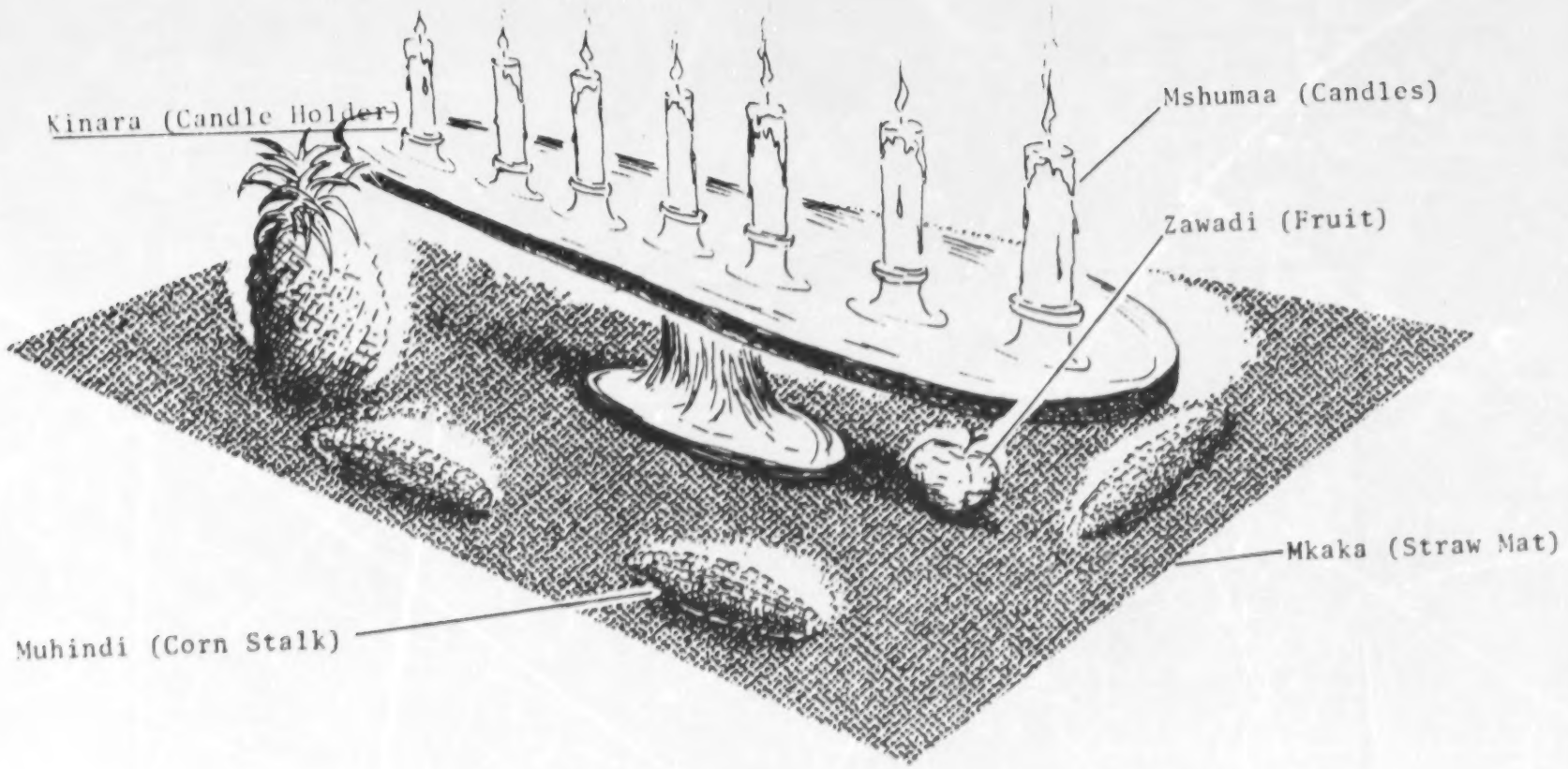
6. Kuumba (Creativity) - To create means by which we may leave our community more beautiful and beneficial than when we inherited it.

7. Imani (Faith) - To believe with all our heart in our people and their struggle for righteousness and victory.

The week before Kwanzaa begins, the family fasts, eating as little food as possible. A straw mat, or Mkaka, is selected on which to place the traditional objects of celebration. A wooden candle holder or Kinara, for seven candles, is centered on the straw mat. The seven candles should be in combinations of red, black, and green which symbolize the blood shed for the revolution, the black faces of the people, and the hope that the young will continue the struggle. The seven candles, the Mshumaa, represent the seven principals of Kwanzaa and are lighted, one-by-one, on that particular day of purpose. An ear of corn (Muhindi) is placed on the mat for each offspring in the household. Fruit, or Zawadi, decorate the mat to represent the fruits of the parents' labor and the good works of the children. On each day of Kwanzaa, children may receive a gift but will be asked to pledge to the family that they will strive to do good deeds, which may include getting good school grades, doing household chores, or helping their brothers and sisters.

The Kwanzaa celebration culminates in a big feast or Karamu where the adults, dressed in African garb, celebrate all the principals. They pledge to Harambee, or pull together, setting an example of leadership for the entire community. Neighbors and friends are encouraged to attend. Foods are prepared and eaten in African style. At the end of the celebration all promise to devote their daily lives to the basic principals of Kwanzaa.

While September is a bit early for Kwanzaa, people who may wish to celebrate it should take the time to understand all the facets of this interesting festival. You may wish to confer with other sources before you decide to adopt this holiday.

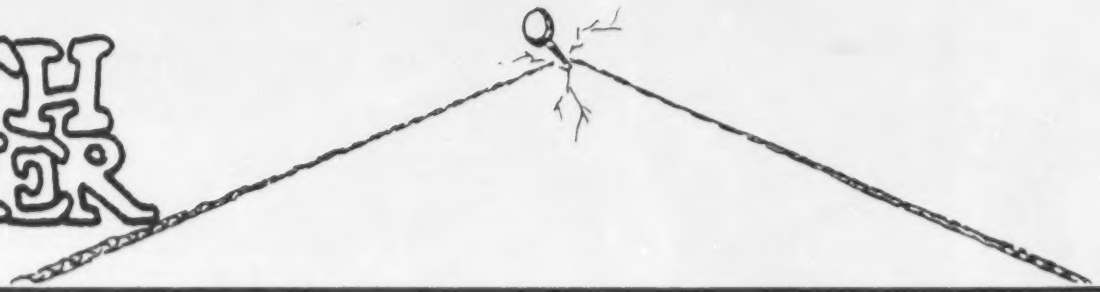


Sources:

1. African Sister Cities, Inc. - Celham Community Center - Richmond, Virginia.
2. New Haven Chapter The Congress of African People.
3. Ujamaa African Shop and Ujamaa Shule
   900 Florida Avenue, N.W.
   Washington, D.C. 20001
4. Ujamaa Book Store
   902 Florida Avenue, N.W.
   Washington, D.C. 20001
5. United Black Community UBC
   Kwanzaa Planning Committee
   Washington, D.C.

Pages 35 - 37 were prepared by:
Robert Moore, Teacher of English
The Sound School

MATH CORNER



1				5					10
	12						18		
21									
				35					40
						47			
								59	
	62				60				
									80
	82			85					
91		93							100

Fill In The Missing Numbers

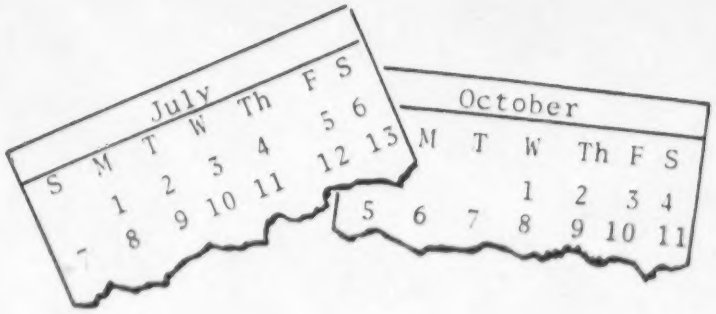
CALENDAR (Grades 3 and 4)

1. How many months are in a year?_____
2. Which months have 30 days?_____

   _____ _____ _____
3. Which month has the fewest days?_____
4. How many days are in January?_____
5. How many days are in one week?_____
6. How many days are in one year?_____
7. Which months have 31 days?_____ _____ _____

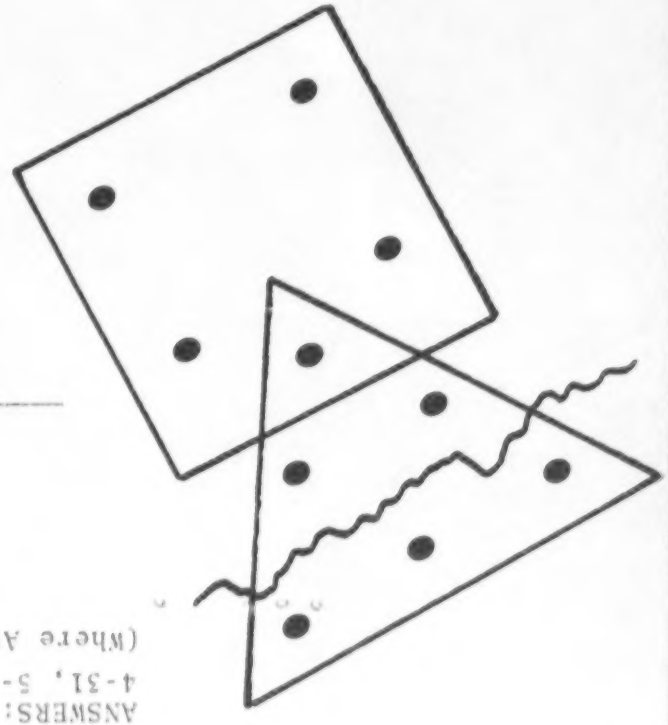
   _____ _____ _____

   _____



WHERE ARE THE DOTS? (Grades 2 and 3)

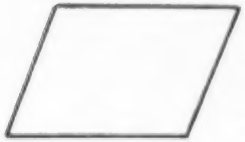
1. How many dots are in the □ ? _____
2. How many dots are in the △ ? _____
3. How many dots in all? _____
4. How many dots are below the ~ ? _____
5. How many dots are above the ~ ? _____
6. How many dots are in the □ but not in the △? _____
7. How many dots are in the △ and above the ~ ? _____



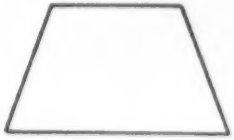
ANSWERS: (Calendar) 1-12, 2-September, April, June, November, 3-February 4-31, 5-7, 6-365, 7-January, March, May, July, August, October, December.
(Where Are The Dots?) 1-5, 2-6, 3-10, 4-3, 5-7, 6-4, 7-5.

TRIANGLE

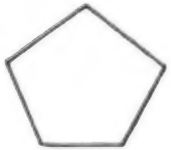
SQUARE



RHOMBUS

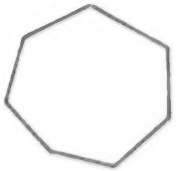


TRAPEZOID



PENTAGON

HEXAGON



HEPTAGON

P	R	E	C	T	A	N	G	L	E
Y	T	R	I	A	N	G	L	E	L
R	R	A	N	O	O	N	R	C	C
A	A	D	O	C	G	O	H	F	R
M	P	E	N	T	A	G	O	N	I
I	E	R	A	A	T	A	M	H	C
D	Z	A	G	G	P	X	B	L	U
E	O	U	O	O	E	E	U	A	B
N	I	Q	N	N	H	H	S	V	E
O	D	S	D	E	C	A	G	O	N
C	Y	L	I	N	D	E	R	A	E

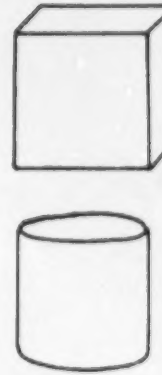
RECTANGLE

OCTAGON

CIRCLE

OVAL

CUBE

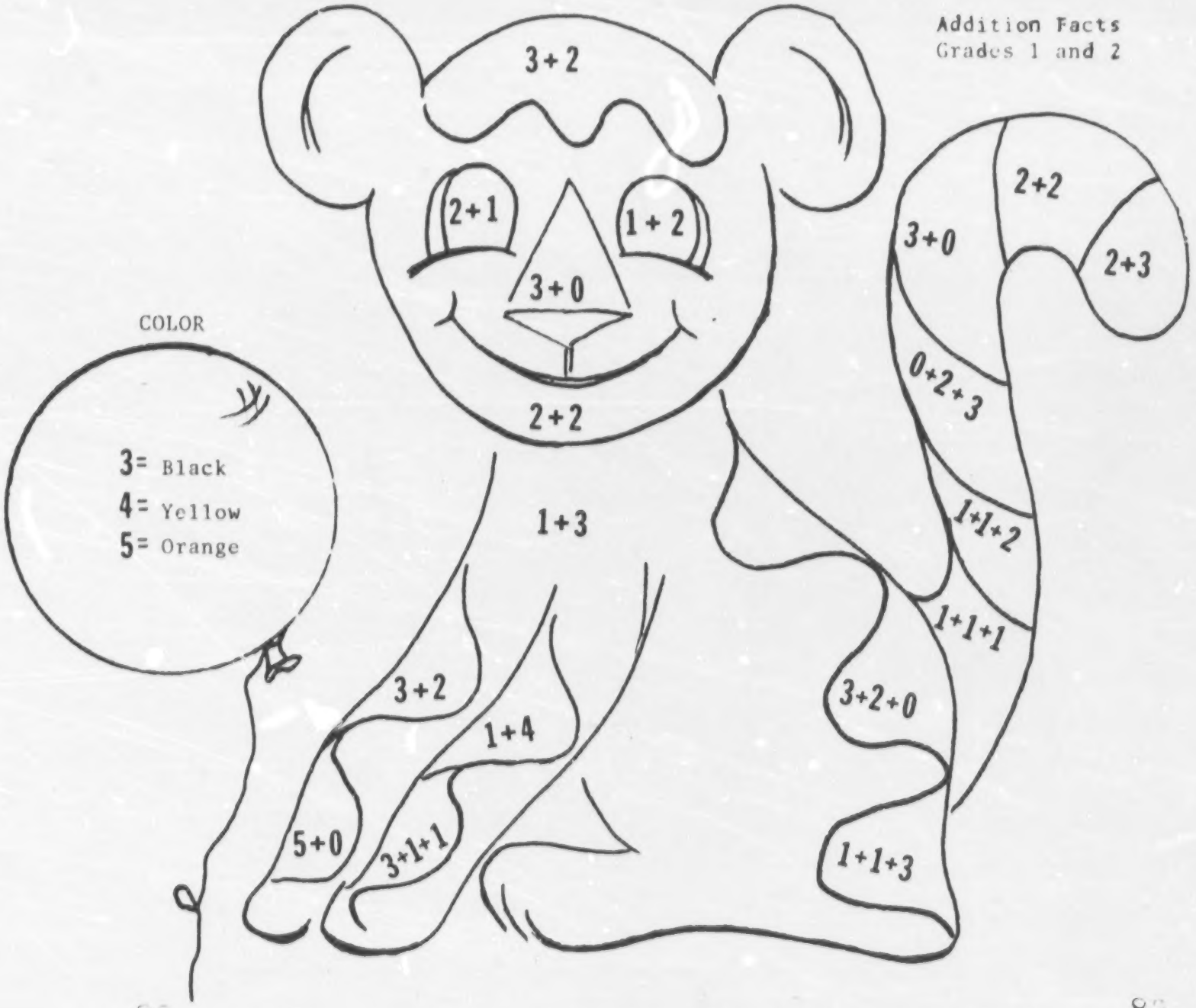


CYLINDER

CONE

PYRAMID

Finding The Shapes: The names of fifteen shapes are hidden in the puzzle. See how many you can find.


3+2
2+1
1+2
3+0
2+2
3+0
2+2
2+3
0+2+3
1+1+2
1+1+1
3+2+0
1+1+3
COLOR
3= Black
4= Yellow
5= Orange
1+3
3+2
1+4
5+0
3+1+1

Your Are The Teacher: Correct the problems below that John did for homework.

(Grades 2 and 3)

Score

Number Right_____

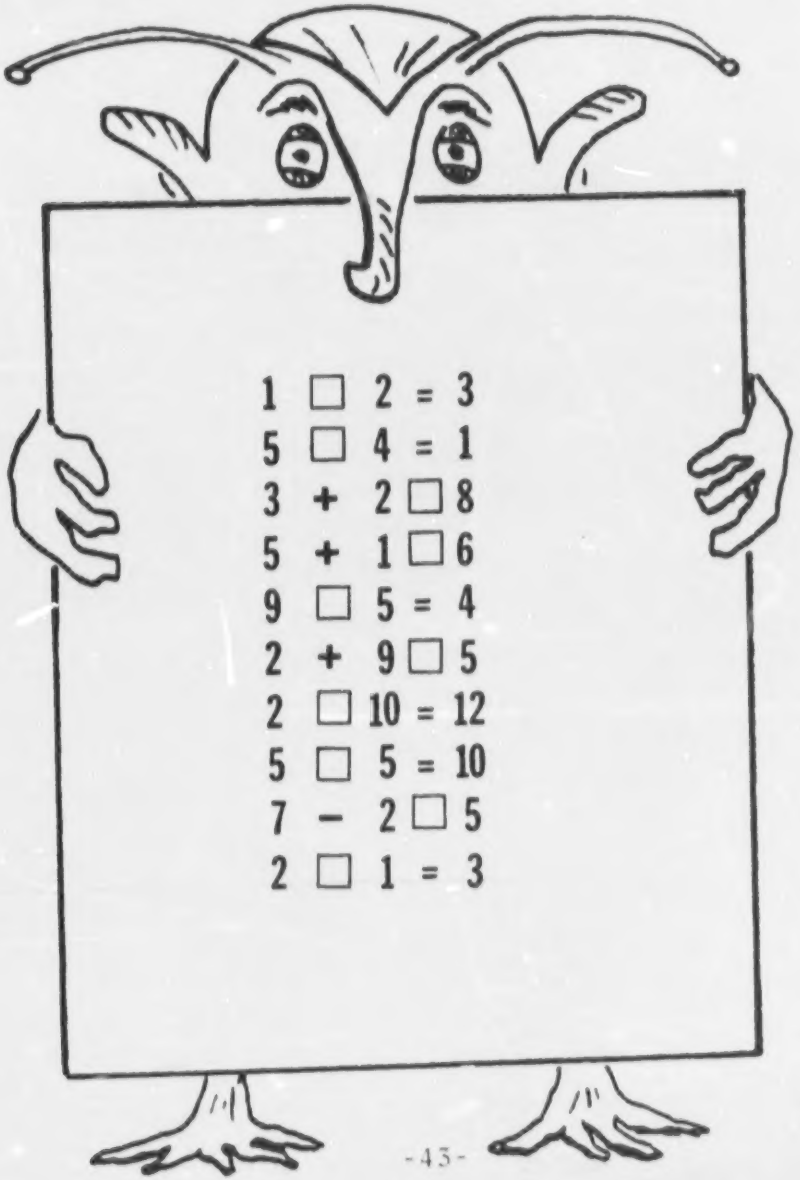
Number Wrong_____

John

34 +21 55	16 +32 46	17 +10 20	53 +25 78
64 +26 90	32 +40 72	25 +45 60	31 +19 51
67 -22 45	75 -61 14	89 -23 66	90 -80 10
37 -17 27	88 -24 64	63 -43 20	47 - 5 32

COLOR ME GREEN

Put the correct sign in the box to make each sentence true (+, −, =, ≠) (Grades 2 and 3)



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